

# USAGE OF THE LATEST INNOVATIVE METHODS IN TEACHING ENGLISH VOCABULARY BY EFL TEACHERS.

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## ABSTRACT

This research aims to explore the recent methodologies used by English teachers in primary school classes. Teaching vocabulary is the most essential directions in TEFL, because with the help of vocabulary learners express their feelings and ideas, and implement the main purpose of language learning process. The study was conducted within the answers collected from survey of different English teachers. The key findings of this study is that daily used methods of English teachers is gamification and TPR, and they are thought to be most effective in the lesson.

**KEYWORDS;** innovative methods, EFL learners, vocabulary.

## INTRODUCTION

I hear; I know.

I see; I remember.

I do; I understand.

\_ Confucius, 551-479 BC

Methods are the most essential tool at this times to teach students, as the students interests and psychology cause of the great quantity disruptions in teaching, teachers strive to find out more interactive, engaging and innovative methods. In all ESL/EFL situations, a cutting-edge vocabulary pedagogy is desperately needed to advance from the initial to the subsequent and finally to the third tier of this framework. To raise the ability level of the ESL/EFL students, there should be a difficult synthesis of rich conventional theory, contemporary experience learning, and real-world educational limitations. In addition to taking on the job of conducting a geographical evaluation of vocabulary learning techniques that spans the VLS research across several nations, a study done in Pakistan attempts to capture the VLS profile of varied learners[1]. Despite evidence supporting all the information collected from teachers, more and more researches must be done to analyse and find out the problems that are distracting students from effectively acquiring the target language. The aim of the study is to find out what strategies innovative methods are used by the teachers and how effective are they in their teaching process and the usage of technology, multimedia.

## LITERATURE REVIEW

Any teaching strategy that doesn't compromise the goal could be categorized as innovative. According to their views, imparting knowledge or information to pupils' minds is the main goal of instruction. Teachers may go around the system in a number of ways and provide students with the resources and opportunities that foster an inventive mentality. Education is a beacon that points humanity in the proper way for growth. Education aims to develop students' ability



to think logically, be knowledgeable, and be self-sufficient in addition to their literacy. There is potential for advancement in any subject when there is a desire to adapt. It is possible to cultivate creativity, and both teachers and students gain from creative teaching and learning[2].

Kemal Arslan highlights that the traditional teaching vocabulary methods cause little engagement, superficial learning, contextual deficiencies, lack of personalization and limited integration of technology and gives the possible innovative methods such as technology based tools, contextualized teaching methods, visual and auditory aids and so on, as an conclusion he states that brand-new methods outperform the traditional methods in the development of long-term retention fostering deep comprehension and increasing learner engagement[3]. Additionally, innovation in the language teaching classroom can lead to the improvements in linguistic proficiency, cultural understanding and personalized learning[4]. According to Basal et al. cited in [5] "Teaching vocabulary is at the heart of gaining competency and achieving demonstrating proficiency in the target language.

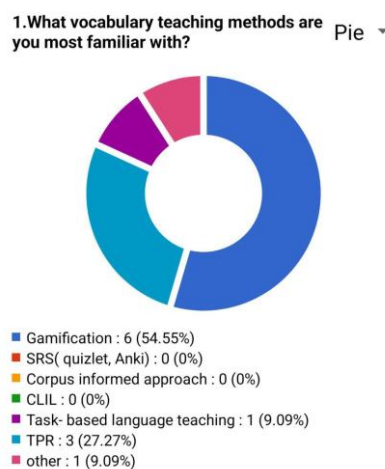
There are two main ways that Kazakhstani and post-Soviet didactics and pedagogy have changed in terms of the innovation in teaching. The first is linked to nations becoming more independent and changing their ideologies. The second relates to global patterns in the advancement of education, including the implementation of a competency approach, internetization, globalization, and diversity [6].

### METHODS AND METHODOLOGIES

The current research employed a quantitative method to find out what are the most daily used methods by the teachers in teaching vocabulary to students. The results were collected from 20 English teachers who have from 3 to 15 years of experience I teaching English as a foreign language in private and public schools of Uzbekistan. Data were collected with the assistance of surveys, done in Google Forms application given in the Appendix, and six articles done in this field are reviewed in the literature review section.

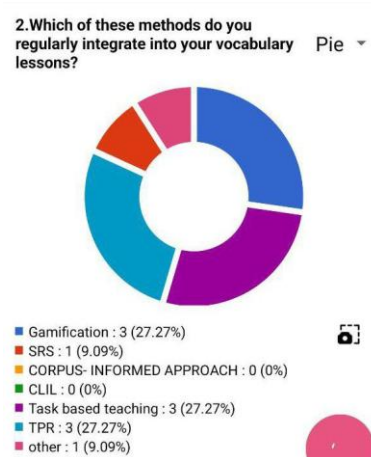
### RESULTS

This research is conducted to find out which latest innovative methods do english teachers using in their lessons, as the reason of this survey was counducted are results will be given below.



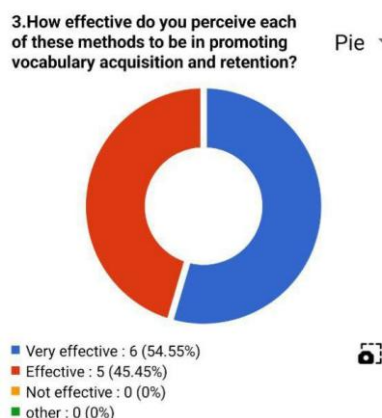
Picture 1. Teaching methods

The pie chart demonstrates that the most famous method of teaching through English instructors is the gamification=54,55%,and the TPR used about 28%.



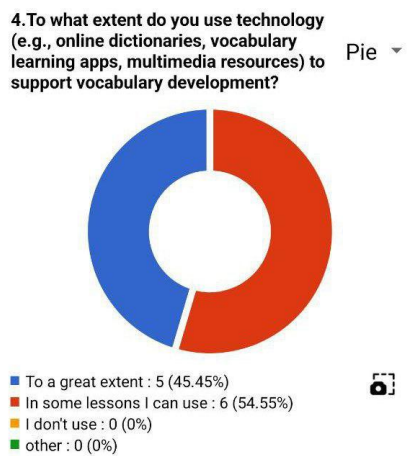
Picture 2. Integration rate

As shown in the picture2 teachers integrate mostly three methods to their teaching process which are games, task-based teaching and TPR =27,27%



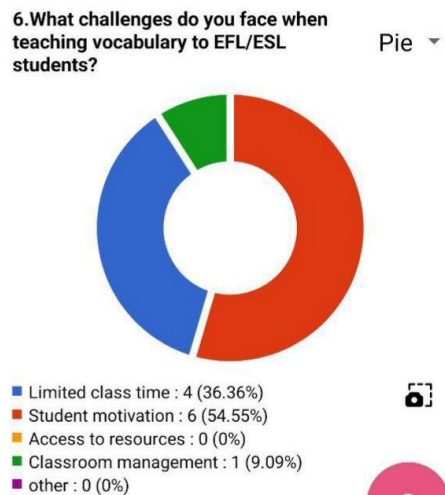
Picture 3. Efficiency of methods

The methods that are used by the teachers are thought to be very effective = about 55% and effective approximately 45%.



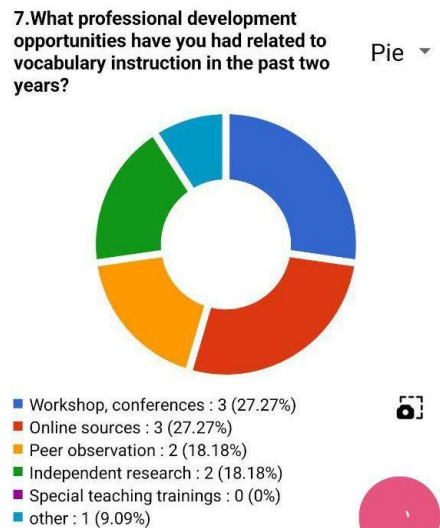
Picture 4. Lexicon development

Teachers use online dictionaries, vocabulary learning apps and multimedia resources only in some lesson about 55% and use at all times 45% of teachers.



Picture 5. Challenges

For the question which problems do the teachers face during vocabulary teaching process, it has been answered that students motivation 54%, limited class time 36% and classroom management problems about 10%.



Picture 6. Professional development

Teachers try to develop their teaching competences in various ways, when some of them attend workshops and conferences, some of the use online sources as the means of development (27,27%) and about 37% of them do peer observation and independent research.

### DISCUSSION

This study found out that the most teachers utilize gamification and RPR activities as more engaging methods for students and more that half of them think that multimedia can efficiently assist students with learning new words in the target language. The results seem to happen because of the advancement in technology and almost all students have their own mobile phones or in primary classes they use their parents phone or smart-tv. Our findings totally



support the other researches [1,2,3,4,5,6,] and serve as the additional proof of the efficiency of innovative teaching methods. These results can be beneficial for EFL instructors, and they can utilize these methods actively, and the finding show which methods are mostly used by the teachers and which methods need to be developed in the future. Unfortunately there are many limitations on this research because here only teachers assumptions are given the number of teachers are not quantitative, so it would be useful if further researchers conduct more observation and survey of how teachers are implementing the new methodologies and their benefits in the teaching vocabulary process.

### CONCLUSION

The study aimed to find out what innovative teaching methods teachers use nowadays, and are they are efficient or not. According to the survey collected from English teachers gamification and TPR are seem to be mostly used during EFL classes in public schools of Uzbekistan, in terms of multimedia teachers consider them to be very effective but they nor daily use them in their daily teaching process. However, there are many limitations of this study and permanent further researches need to fill the gap in the innovative teaching methods of semantics.

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